ELA COMMON CORE CURRICULUM UNIT GRADE 7 IDENTITY
North Smithfield School Department

TITLE OF UNIT: Quarter 1 Identity   **GRADE: 7**

DATE PRESENTED: **Quarter 1: August - November**   **LENGTH OF TIME:** 3 months

OVERVIEW OF UNIT:

This unit sets the foundation for the remainder of the year by introducing the necessary skills for analyzing literature and writing informational, argument, narrative and research pieces that will be mastered by the end of the year. Students will read text and complete assignments that address the essential question, "What determines how we view ourselves? What determines how others see us?" The unit will focus on the theme of identity. Students will be reading a variety of fiction and non-fiction text that showcase characters' and real people's views of themselves and others.

The Literature will focus on short stories. Students will be reviewing and learning new literary vocabulary such as setting, characters, characterization, figurative vs. literal language, point of view, theme, etc.

The ELA focus will be close reading of informational text, identifying quality evidence, and using it to support analysis of the text.

ESSENTIAL QUESTION

What determines how we view ourselves? What determines how others see us?

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10 Literature & Informational	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
☐ Key Ideas and Details	☐ Text Types and Purposes	☐ Comprehension and Collaboration	☐ Knowledge of Language
☐ Craft and Structure	☐ Production and Distribution	☐ Presentation of Knowledge and Ideas	☐ Vocabulary Acquisition Use
☐ Integration of Knowledge	☐ Research to Build and Present Knowledge		
☐ Range of Reading	☐ Range of Writing		

FOCUS ELA STANDARDS: see curriculum for specifics

Reading Literary and Informational
- Textual evidence, draw inferences   RL and RI 7.1
- Theme or central ideas and analyze   RL and RI 7.2
- Interaction between elements, people and ideas   RL and RI 7.3
- Meaning of words in context   RL and RI 7.4
- Point of view   RL.7.6
- Argument and claims   RI 7.8
- Two or more authors, same topic   RI7.9
- Read and comprehend literature   RL.7.10, R.I. 7.10

Writing
- Argument   W.7.1
- Information/explanatory   W.7.2
- Narrative   W.7.3
- Clear and coherent writing   W.7.4
- Strengthen writing   W.7.5
- Technology   W.7.6
- Short research   W.7.7
- Relevant evidence   W.7.8
- Evidence for literary or informational texts   W.7.9
- Write routinely   W.7.10
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Speaking and Listening
- Collaborative discussion   SL.7.1

Language
- Command of conventions, phrases and clauses   L.7.1
- Command of standard English capitalization, punctuation, spelling   L.7.2
- Language and conventions when reading, writing, speaking and listening   L.7.3
- Meaning of unknown and multiple meaning words   L.7.4
- Include multi-media components and visual displays in presentations   L.7.5
- Grade-appropriate academic and domain specific words   L.7.6

Applied Learning Standards:

problem solving	communication	critical thinking	Narrative Writing	reflection/ evaluation
analysis	**using best evidence**			

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ENDURING UNDERSTANDING:

Use short stories as a guide: What determines how we view ourselves? What determines how others see us?
- Literature and non-fiction can be analyzed to form ideas about identity.

PRIOR KNOWLEDGE-   Background knowledge that is essential to unit:
- Students should have background knowledge on several literary devices, including but not limited to protagonist, antagonist, setting, theme, characterization, figurative language, and plot.

STUDENT OBJECTIVES
- Students will analyze the use of literary devices in short stories (ex. How does setting impact the story/characters/theme?)
- Students will write in a variety of genres to express learning about identity.
- Students will read a variety of fiction and nonfiction to learn about identity.
- Students are able to trace how characters, real people and themselves discover their identity.

STUDENT NEW KNOWLEDGE:

RL.7.1   Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Guiding Question(s)
- What textual evidence did you identify to support your analysis of the text?
- Cite several examples of textual evidence.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that?
- What can you conclude from the text?
- Which evidence is most relevant?
- What can you infer from this paragraph? Explain your thinking.

Academic Vocabulary
- analyze
- cite
- conclude
- explicit
- inferences
- textual evidence

Literature/Informational
For example: Unit 1
- "Scholarship Jacket"
- "Retrieved Reformation"

Essential Knowledge and skills
- Reading comprehension
  - Analyze the text
  - Identify explicit textual evidence
  - Cite evidence
  - Draw inferences
  - Support inference using several pieces from the text
- **PARCC Evidence**
- **Provides** citation of several pieces of textual evidence to support analysis of what **the text says explicitly.** (1)
- Provides citation of several pieces of textual evidence to support analysis of **inferences drawn from the text.** (2) **PARCC Evidence**

RL.7.2   Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Guiding Question(s)
- What is the theme or central idea?
- Cite evidence from the text to support your determination of the theme/central idea.
- An example of how the theme recurs/is developed in the text _____.
- What makes a summary objective?

Academic Vocabulary
- analyze
- central idea
- cite evidence
- determine
- objective
- summarize
- theme

Literature/Informational
For example:
- Unit 1: Speech

Essential Knowledge and skills
- Reading Comprehension
  - Recognize and analyze theme development
  - Make inferences
  - Write an objective summary of the text

PARCC Evidence
- Provides a statement of a theme or central idea of a text. (1)
- Provides an analysis of the development of the theme or central idea over the course of the text. (2)
- Provides an objective summary of the text. (3) **PARCC Evidence**

RL.7.3   Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Guiding Question(s)
- How might the main character be different if the setting was in a rural area rather than a suburban one? Use information from the story in your analysis.
- How might the plot of the story be different if it was set in a mountainous region rather than a desert? Use information from the story in your analysis.
- What is the impact of the main character's personality on the plot? Use specific examples from the story/drama in your analysis.
- How does the plot unfold?
- Describe the problem. How was it resolved?
- An example of how the plot is shaped by the setting is_____.
- An example of how a character evolves with the plot is_____.
- What can you infer about the character and how he is shaped by the setting?
- How does the use of dialogue help the reader understand character and plot?

Essential Knowledge and skills
- Analyze elements of story/drama
- Draw conclusions about how characters change throughout a story or drama
- Describe how story elements influence the characters as the plot moves towards resolution

PARCC Evidence
- Provides an analysis of how particular elements of a story or drama interact. (1) **PARCC Evidence**

Academic Vocabulary
- analyze
- antagonist
- character
- character traits
- drama
- infer
- inference
- plot
- protagonist
- setting

Literature/Informational
For example:
- "A Mother in Manville"
- Questions and extended responses
- Film clip Back to the Future
- Unit 1
  Setting as social condition
  Compare informational piece of text to poetry

RL.7.4   Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Guiding Question(s)
- Which words help the reader understand the meaning of _____in paragraph 5?
- What is the effect of using the word _____in paragraph 4?
- How does the use of the word "___" rather than "___" impact the image the author is creating of the main character?
- What is the effect of the alliteration in the first paragraph?
- What does the word/phrase _____ mean in this selection?
- The word/phrase is an example of_____.
- How does the author's use of repetition of sounds impact the tone of the text?
- The author uses connotation to_____.

Essential Knowledge and skills
- Differentiate connotations/denotations
- Identify and analyze figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Recognize repetition of sounds (rhyme scheme, alliteration, assonance)
- Critique how word choice impacts meaning
- Hypothesize how word choice impacts tone

PARCC Evidence
- Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. (1) **PARCC Evidence**

Academic Vocabulary
- analyze
- connotative meaning
- denotative meaning
- determine
- figurative meaning
- impact
- specific
- tone
- word choice

Literature/Informational
For example:
- Appreciating poetry
- "Scaffolding"
- Unit 1: Poem reflecting social conditions

RL.7.6   Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Guiding Question(s)
- What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis.
- Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis.
- What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis.
- Which words from the text show that it is written in_____ person?
- The selection is told from the point of view of_____.
- Which sentence from the text best shows that the narrator's point of view is subjective/objective?
- How does the author's word choice help to develop the narrator's or speaker's point of view?

Academic Vocabulary
- 1st person
- author
- develop
- limited
- narrator
- objective
- omniscient
- point of view
- point of view
- subjective

Literature/Informational
For example:
- "A Retrieved Reformation"

Essential Knowledge and skills
- Identify and interpret various points of view
- Trace the development of the narrators or speakers point of view.
- Compare points of view

PARCC Evidence
- Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in the text. (1) **PARCC Evidence**

RL.7.10   Read and comprehend literary nonfiction in the grades 6–8 text complexity band **(Lexile rates 955-1155)** proficiently, with scaffolding as 4 needed at the high end of the range (by the end of the year).

Guiding Question(s)
- Briefly summarize the central idea of the text.

Academic Vocabulary
- comprehension
- fluency
- informational text
- nonfiction no

Essential Knowledge and skills
- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Actively read

Literature/Informational
- *Up Front Magazine*
- *On the Record* lead texts
- Civil Rights packets

RI.7.1   Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Guiding Question(s)
- What is your analysis of the text?
- What textual evidence did you identify to support your analysis of the text?
- Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that_____.

Academic Vocabulary
- analyze
- cite
- draw inferences
- explicit
- textual evidence

Literature/Informational
- "I Have a Dream"
- Autobiography of Eleanor Roosevelt

Essential Knowledge and skills
- Reading comprehension
  - Analyze the text
  - Critically identify explicit textual evidence
  - Cite evidence
  - Draw inferences
  - Support inference using several pieces of evidence from the text

PARCC Evidence
- Provides several pieces of textual evidence to support analysis of what **the text says explicitly.** (1) **PARCC Evidence**

- Provides several pieces of textual evidence to support analysis of **inferences drawn from the text.** (2) **PARCC Evidence**

RI.7.2   Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Guiding Question(s)
- Summarize, objectively, the information in the article.
- is the central idea? Is there more than one central idea?
- How are the central ideas developed?
- Cite evidence from the text to support your determination of the central idea.
- An example of how the central idea recurs in the text is_____.

Essential Knowledge and skills
- Reading Comprehension
   o Determine central ideas
   o Analyze development of central ideas
   o Formulate an objective summary of the text

PARCC Evidence
- Provides a statement of central idea(s) of a text. (1) **PARCC Evidence**
- Provides an analysis of the development of central idea(s) over the course of the text (2) **PARCC Evidence**
- Provides an objective summary of a text. (3) **PARCC Evidence**

Academic Vocabulary
- analyze
- central idea
- determine
- objective
- summary

Literature/Informational
- Short persona; essay
- J. Alvarez
- A. Tan
- Civil Rights speeches

RI.7.3   Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Guiding Question(s)
- How were individuals affected by these events?
- How did one event influence or affect another?
- How did one individual influence another?

Essential Knowledge and skills
- Identify individuals, events and ideas
- Analyze the interaction between individuals, events and ideas

PARCC Evidence
- Provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events). (1) **ARCC Evidence**

Academic Vocabulary
- illustrate
- explain
- elaborate
- events
- individuals
- interactions
- influence

Literature/Informational
- Malcom X vs. Martin Luther King
- Black History March paired text

RI.7.4   Determine the meaning of words and phrases as they are used in a text, including
- figurative
- connotative
- technical meanings
analyze the impact of a specific word choice on meaning and tone.

Guiding Question(s)
- What is the tone of the article? How does the author create that tone? Use examples from the article in your answer.
- What does the author's use of the word _____ reveal about his/her attitude toward the topic? Use examples from the text to support your answer.
- What is the connotation of ____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text to support your answer.

Academic Vocabulary
- analyze
- connotative meaning
- denotative meaning (technical)
- figurative meaning
- impact

- What does the word/phrase _____ mean in this selection?
- Which of the following synonyms is closest in the meaning to the word _____?
- The author uses connotation to_____.
- What is the technical meaning of the word?
- What is the tone of the selection?
- How does the author's word choice impact the meaning and tone of the passage?

- meaning
- phrases
- repetition
- specific
- tone

Essential Knowledge and skills
- Differentiate interpret connotations/denotations
- Identify and analyze figurative language
- Recognize and interpret technical language
- Hypothesize impact of word choice on meaning & tone

Literature/Informational
For example:
- word choice in a speech
- content specific vocabulary

PARCC Evidence
- Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative, technical and/or provides an analysis of the impact of specific word choice on meaning and/or tone) (1) **PARCC Evidence**

RI.7.8   Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Guiding Question(s)
- How does the author develop his/her argument in _____ (text title)? Is the reasoning sound? Is the supporting evidence sufficient and relevant? Why or why not? Use examples from the text in your answer.
- What is the argument in the text?
- Identify the claims used to support the argument.
- Are these claims valid/invalid, and if so, why?
- Is the argument well developed and supported?
- Explain your answer.

Academic Vocabulary
- argument
- claims
- evaluate
- evidence
- invalid
- reasoning
- relevant (pertinent)
- reliable
- sound (sensible)
- sufficient
- support
- unreliable
- valid

Essential Knowledge and skills
- Analyzed how claims and/or arguments are supported by evidence from the text
- Trace the specific claims of an argument
- Evaluate evidence relevant to the claims

PARCC Evidence
- Demonstrates ability to trace an argument and specific claims in a text. (1)
- Provides an evaluation of whether the reasoning is
- Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) **PARCC Evidence**

Literature/Informational

RI.7.9   Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence advancing different interpretations of facts.

Guiding Question(s)
- After reading two or more articles on the same topic, how did each author emphasize different evidence to shape his/her position? Use examples from the articles to support your analysis.
- What topic do both authors address?
- How do their interpretation of facts differ?
- What evidence does each author use to shape his/her presentation of key information?
- How does one author advance a different interpretation of the facts as compared to the other author?

Academic Vocabulary
- advance
- analyze
- compare
- contrast
- difference
- event
- evidence
- genre
- key information
- perspective
- point of view
- presentation

Essential Knowledge and skills
- Compare & contrast two texts
- Identify and analyze interpretation of facts
- Identify and analyze use of evidence

PARCC Evidence
- Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by **emphasizing different evidence**. (1)
- Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by **advancing different interpretations of facts**. (2) <u>PARCC Evidence</u>

- similar

Literature/Informational
For example:
- Martin Luther King vs. Malcolm X

RI.7.10   Read and comprehend literary nonfiction in the grades 6–8 text complexity band **(Lexile rates 955-1155)** proficiently, with scaffolding as 4 needed at the high end of the range (by the end of the year).

Guiding Question(s)
- Briefly summarize the central idea of the text.

Essential Knowledge and skills
- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Actively read

Academic Vocabulary
- comprehension
- fluency
- informational text
- nonfiction no

Literature/Informational
- *Up Front Magazine*
- *On the Record* lead texts
- Civil Rights packets

W.7.1   Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a.   Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1a
      - Organizes and presents ideas through use of:
         o   introduction
         o   thesis statement
         o   body paragraphs
         o   conclusion

   b.   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding
        of the topic or text. W.7.1b

   c.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1c

   d.   Establish and maintain a formal style. W.7.1d
      - Selects words/wording that maintains strong and appropriate tone

   e.   Provide a concluding statement or section that follows from and supports the argument presented. W.7.1e

Guiding Question(s)
- Introduce a claim, acknowledge and address alternate/opposing claims.
- Which sentences best support the counterargument?
- What data does the author use to support his claim?
- Does the data come from a credible source?
- How will you include a counterclaim with evidence?

Essential Knowledge and skills
- Establish and maintain formal text structure
- Apply words, phrases, and clauses to create cohesion
- Sustain an objective style and tone
- Draw conclusions about the purpose of writing
- Incorporate expository text structure
- Classify starting point, purpose, form, audience, voice, and point of view

Academic Vocabulary
- address
- arguments/counterarguments
- claims/alternate or opposing claims
- cohesion
- conclusion
- credible source
- formal
- persuade
- relevant evidence
- style
- supporting evidence

- Apply precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader
- Write a multi-paragraph essay
- Craft a concluding statement

- topic

Literature/Informational

PARCC Evidence
- **Development of Ideas**
  The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements1 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.
- **Organization**
  The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.
- **Clarity of Language**
  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.
- **Knowledge of Language and Conventions**
  The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

W.7.2   Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

     a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.2a

- Organizes and presents ideas through use of:
  - introduction
  - thesis statement
  - body paragraphs
  - conclusion

     b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2b

     c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2c

     d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2d

     e. Establish and maintain a formal style. W.7.2e

     f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.2f

Guiding Question(s)
- What is your central idea/thesis statement?
- Is research cited?
- Have you used topic sentences to introduce claims?
- Have you used transitions?
- Have you properly concluded your topic?

Essential Knowledge and skills
- Organize ideas, concepts, and information prior to writing
- Develop a topic using relevant facts, definitions, quotations, and concrete details
- Write a cohesive, precise thesis statement
- Establish and maintain a formal style when writing multi-paragraph essays
- Apply appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- Craft a concluding statement that follows from and supports the information or explanation presented

Academic Vocabulary
- analysis
- cause/effect
- classification
- cohesion
- compare/ comparer/
- conclusion
- concrete
- contrast
- convey
- definition
- domain-specific
- explanatory
- formal style formal
- formatting (MLA)

- **Development of Ideas**
  The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements1 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.
- **Organization**
  The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.
- **Clarity of Language**
  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.
- **Knowledge of Language and Conventions**
  The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

- heading
- informative
- introduction
- organization
- relevant content
- selection
- thesis statement
- topic
- transitions

Literature/Informational

W.7.3   Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.7.3a
   - Organizes and presents ideas through use of:
     - introduction
     - thesis statement
     - body paragraphs
     - conclusion

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.7.3b

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.7.3c

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.7.3d

e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.7.3e

Guiding Question(s)
- What is the plot of your story? (exposition, rising action, climax, falling action, resolution)
- What is the main conflict?
- What point of view is the narrator of the story?
- How are you incorporating dialogue unto your story?
- What sensory language have you used to add description?
- What words or phrases are you using to transition?

Essential Knowledge and skills
- Trace the narrative organizational text structure
- Engages and orients the reader by introducing a narrator and/or character
- Engages and orients the reader by organizing an event sequence that unfolds naturally and logically
- Craft narrative techniques: dialogue, pacing, & description
- Assess how the author uses narrative techniques to develop experiences, events and/or characters
- Apply a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another
- Trace the story plot line: exposition, rising action (complication/problem) climax (crisis), falling action, and resolution of problem
- Draw conclusions about the use of literary devices
- Craft reflection; be able to reflect on experiences to provide a conclusion

Academic Vocabulary
- characters
- climax
- concrete
- context
- convey
- descriptive language
- dialogue
- engage
- event sequence
- exposition
- falling action
- mood
- narrator
- orient
- pacing
- plot
- point of view precise
- reflect
- resolution

- resolution
- rising action
- rising action
- sensory details
- setting
- transitions

Literature/Informational

PARCC Evidence

- **Development of Ideas**
  The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements1 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.
- **Organization**
  The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.
- **Clarity of Language**
  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.
- **Knowledge of Language and Conventions**
  The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

W.7.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 abo<u>ve.)</u>

Guiding Question(s)

- What is your thesis/topic sentence?
- What form of writing does the writing prompt call for? How do you know?
- Who is the audience?
- How will you organize your thinking before beginning to write?
- How will you conclude your writing?
- What is your purpose for writing?
- What style will you use? Formal? Informal?
- What can you add in this paragraph to make your writing clearer?

Academic Vocabulary

- organization
- style
- task
- thesis
- purpose
- audience

Understands and uses

- 6-Traits of Writing
- conventions
- ideas
- organization
- presentations
- sentence fluency
- voice
- word choice

Essential Knowledge and skills

- Organize ideas, concepts, and information prior to writing
- Identify and analyze the writing task
- Identify and analyze the purpose for writing
- Classify the audience
- Write well-constructed sentences
- Write a clear, concise thesis statement
- Craft well-crafted paragraphs
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- Demonstrate the writing process
- Craft strong conclusion that supports ideas presented in the writing

PARCC Evidence
See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions
  <u>PARCC Evidence</u>

W.7.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

Guiding Question(s)
- Is your text evidence included, introduced and explained?
- Is there only one topic per paragraph?
- Which would be the best opening sentence?
- Which would be the best thesis statement?
- What is the best title for this selection?
- What sentence best concludes this selection?
- Which sentence can be deleted without changing the meaning of the selection?

Essential Knowledge and skills
- Organize information prior to writing
- Implement the writing process by: planning, revising, editing, and rewriting
- Edit for language conventions
- Demonstrate understanding of the purpose for writing
- Appropriately address the audience
- Craft a clear, concise thesis statement
- Write well-constructed sentences
- Craft well written paragraphs
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- Craft a strong conclusion that supports ideas presented in the writing

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions
  PARCC Evidence

Academic Vocabulary
- editing
- language conventions
- organization n
- planning
- revising
- rewriting

Literature/Informational

W.7.6   Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Guiding Question(s)
- How do you format a document before writing?
- How can you include a link to resources within your document?
- What program tools are available for you to check your accuracy of language conventions?

Essential Knowledge and skills
- Keyboard accurately
- Possess computer literacy
- Use computer publishing software
- Format and design page layouts
- Embed links into a document
- Access collaborative sources to discuss topics of interest
- Know how to interact with others using distance learning

Academic Vocabulary
- cite
- collaborate
- interact
- link
- produce
- publish
- technology

Literature/Informational

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions
  PARCC Evidence

W.7.7   Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Guiding Question(s)
- If you need information on _____ you could type which key words?

Academic Vocabulary
- bibliography

- You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why?
- What question does your essay/report answer?
- Which thesis statement is the best for this essay?
- Which bibliography entry is cited correctly?
- How do you cite a bibliography entry for a _____?

- generate
- inquiry
- internet search
- investigation
- key words
- precise
- project
- research
- site source

Literature/Informational

Essential Knowledge and skills
- Design an investigation
- Use computer publishing software
- Format and design page layouts
- Use internet search engines appropriately and effectively
- Embed links into a document
- Research a topic using the internet
- Create a bibliography
- Locate resources: online, newspaper, library books, interviews, magazines, speakers

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions
  PARCC Evidence

W.7.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Guiding Question(s)
- How do you know that the source is credible?
- How do you know that data is accurate?
- How do you site a digital source?
- How is a digital source cited differently than a printed source?
- Summarize the information found in these data.
- What can you conclude from the data?
- Did you correctly use the MLA format in citing sources?

Academic Vocabulary
- bibliography
- credibility
- citation
- digital source
- paraphrase
- plagiarism
- quotation marks
- quote
- relevant (pertinent)
- research
- source
- summarize

Essential Knowledge and skills
- Gather relevant information from digital sources
- Gather relevant information from multiple print sources
- Assess the credibility of each source
- Assess the accuracy of each source
- Quote/paraphrase data without plagiarizing
- Create a bibliography using a standard format for citation
- Create a bibliography

Literature/Informational
For example:
- unit specific informational selections, students have choice of topic with teacher set parameters, mini projects build to final assignment

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions
  PARCC Evidence

W.7.9   Draw evidence from literary or informational texts to support analysis,reflection, and research.
  a.   Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). **W.7.9a**

    b.   Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.9b

Guiding Question(s)
- How does the author portray the character? Give examples.
- How does this portrayal compare to the historical accounts of the character?
- What evidence do you have to support your answer?
- What evidence do you have to support the author's argument/claim that_____?
- Is there relevant and sufficient evidence to support the claim? If so, what?

Essential Knowledge and skills
- Draw evidence from a literary/informational text
- Analyze information & be able to support your analysis
- Synthesize information and reflect
- Compare and contrast fictional portrayal of time place, or character and historical account of the same period
- Relate how authors of fiction use or alter history
- Know how to trace the argument and specific claims in a text
- Evaluate the argument and specific claims in the text

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary
- analyze
- compare/contrast
- draw evidence
- evaluate
- historical account
- reflect/reflection
- relevant
- research
- sound reasoning
- sufficient
- support
- trace

Literature/Informational

W.7.10   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Guiding Question(s)
- What transitional words or phrases could you use to enhance your writing?
- What is the purpose of this writing?
- Who is the audience?
- Identify the thesis statement.
- Is the thesis statement supported by evidence that can be traced throughout the writing?
- The transition _____could be replaced by_____.
- Could additional revisions be made? Where?
- How could the sentence _____be revised?
- How does the conclusion reflect the thesis? Give examples.

Academic Vocabulary
- editing
- reflection
- revision
- rough draft
- summary

Literature/Informational

Essential Knowledge and skills
- Verbalize the purpose for writing
- Address the audience appropriately
- Craft a clear, concise thesis statement
- Write well-constructed sentences
- Craft well written paragraphs
- Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- Edit for language conventions
- Craft a strong conclusion that supports ideas presented in the writing

SL.7.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
    a.   Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1a

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1b

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1c

d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.1d

- Strategies for Group Discussions (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US
- Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US
- Oral Presentation (video):
- http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US

Guiding Question(s)
- How did you prepare for today's discussion?
- What are some questions you might ask during the discussion?
- Based on what you read, what might you want to discuss more deeply with your group?
- What are some rules that help make the discussion collegial?
- What is your role in the discussion?
- What are the specific goals of the discussion, and long do we have to meet them?
- How will we track the progress?
- How will you contribute to the progress of the group?
- Reflect on what you heard, what ideas can you add to the discussion?
- Have your partners said anything that made you change your ideas? Did you acknowledge them?
- Use this language frame: I agree/disagree with what you said.
- Use this language frame: In addition to what _____ said, I think…

Academic Vocabulary
- acknowledge
- collegial
- elicit
- evidence
- explicit
- modify
- pose
- reflect
- research
- warranted

Literature/Informational

Essential Knowledge and skills
- Prepare for collaborative discussions
- Incorporate evidence or information into the discussion which is relevant to the topic
- Know the rules for participating in a discussion
- Construct checklist to track progress
- Make relevant comments that help return the discussion to the topic
- Acknowledge new information expressed by others
- Modify your own views based on the comments and information of others
- Formulate questions
- Make connections and respond to questions posed by others

L.7.1 Demonstrate command of the conventions of standard English grammarand usage when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1a
- *Grammar Guide (http://grammar.ccc.commnet.edu/grammar/)*
- Info: (http://grammar.ccc.commnet.edu/grammar/clauses.htm)
- Worksheets: (http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf)
- Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=8C0EFFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=DA885A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US)
- http://owl.english.purdue.edu

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1b

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.1c
- Write *Source* Text (http://thewritesource.com/)
- *Composing Sentences for Elementary School*, Kilgallon

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Guiding Question(s)
- What is a fragment?
- How can you avoid writing sentence fragments?
- What is a phrase? How does it differ from clause?
- What is an independent clause? What is a dependent clause? Which is the same as a simple sentence?
- What is a compound sentence?
- Name the words that are used to connect two independent clauses.
- What is a complex sentence? How does if differ from a compound sentence?
- What types and how many clauses are used in a compound-complex sentence?
- Is the position of the modifier correct? What word is word is being modified?
- What is a dangling modifier?
- In what way does the passage deviate from conventional use?

Essential Knowledge and skills
While creating argument, informational and narrative writing students will:
- Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- Identify and correctly use phrases and clauses
- Identify and correctly use simple sentences
- Identify and correctly use compound sentences
- Identify and correctly use complex sentences
- Identify and correctly use compound-complex sentences
- Identify and correctly use (place) modifiers
- Recognize variations from standard English

Academic Vocabulary
- active voice
- conventions
- direct
- fragments
- indirect
- intensive pronouns
- object
- objective case
- passive voice
- possessive case
- predicate
- subject
- subjective case
- vague /ambiguous antecedents

Literature/Informational

L.7.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a.   Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). L.7.2a
- *Holt,* chapter 14, p. 296
- *Write Source*, pp. 582-590
- Info: (http://englishplus.com/grammar/00000072.htm)
- Worksheets: (http://printfu.org/coordinate+adjectives+worksheet)
- http://owl.english.purdue.edu

  b.   Spell correctly. L.7.2b
- *Write Source,* Improving spelling
- Info: (http://englishplus.com/grammar/00000072.htm)
- Worksheets: (http://printfu.org/coordinate+adjectives+worksheet)
- http://owl.english.purdue.edu

Guiding Question(s)
- What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?
- What is the correct spelling of this word?
- Are standard English conventions correctly demonstrated?
- What might the author/you do to address conventional errors and improve clarity?

Essential Knowledge and skills
While creating argument, informational and narrative writing students will:
- Use commas to separate coordinate adjectives
- Punctuate correctly
- Spell correctly

Academic Vocabulary
- capitalization
- comma splices
- complete sentences
- coordinate adjectives
- dash
- nonrestrictive
- parentheses
- parenthetical elements
- phrases
- punctuation
- run-on sentence

L.7.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. *
   L.7.3a

Guiding Question(s)
- What sentence patterns are present/absent in this piece (essay/presentation/passage)?
- Does the piece address the needs/interests of the audience?
- How can you more precisely express this idea?
- Are any of the words or sentences used redundant? What words can be removed without affecting the message?

Essential Knowledge and skills
While creating argument, informational and narrative writing students will:
- Recognize and use a variety of sentence patterns
- Identify and use appropriate language to address audience
- Express ideas precisely and concisely

Academic Vocabulary
- concise
- declarative
- exclamatory
- imperative
- interrogative
- precise
- redundant
- sentence structure
- sentence variety
- syntax

For example,
- Trait of word choice
- synonyms
- shades of meaning

L.7.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.7.4a
      - Context Clues (http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm)

   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.4b
      - *Write Source, p. 562*
         o *(http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf)*
         o *(https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm)*
         o *Root Words and Affixes (lesson plan/ website):*
         o *http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs*

   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.4c
      - *McDougal Littell* , p. 193
      - *Write Source, pp. 374-375*

   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.4d

Guiding Question(s)
- Based upon the use of the word in the sentence, what can you deduce the word _____ means?
- Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- What is the origin of the word? Did it derive from another language?
- Has the meaning/use of the word _____ changed over time? How?

Essential Knowledge and skills
- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words
- Verify word meaning

Academic Vocabulary
- affix
- consult
- context clues
- deduce/deduction
- determination
- dictionary
- etymology
- function
- glossaries
- inferred meaning
- part of speech
- precise meaning
- prefix
- preliminary
- pronunciation
- reference materials
- root word

PARCC Evidence
- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1) **PARCC Evidence**

- suffix
- synonym
- thesaurus
- verify

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5a
    - Word of the Week

- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5b
    - Synonym/Antonym (http://www.firstschoolyears.com/literacy/word/other/synonyms/synonyms.htm)
    - Analogy (http://mrsdell.org/analogies/)

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.5c
    - Word Connotations (http://leo.stcloudstate.edu/grammar/connotations.html)
    - Connotation/Denotation (lesson plan/ website): http://ims.ode.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BC_L08_I02_01.pdf

Guiding Question(s)
- What is meant by the figurative expression_____?
- What type of figurative language is used?
- Does the expression allude to or casually mention a character or incident in another literary text? What is the connection?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/direct meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

Essential Knowledge and skills
- Interpret figurative language
- Interpret literary, biblical and mythological allusions
- Utilize word relationships to clarify meaning
- Identify the explicit/direct meaning of a word (denotation)
- Identify the secondary meaning of a word (connotation)

PARCC Evidence
- Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1)
- Demonstrates ability to interpret figures of speech in context. (2)
- Demonstrates the ability to determine the relationship between particular words. (3) **PARCC Evidence**

Academic Vocabulary
- allegory
- alliteration
- allusions
- cause/effect
- connotations (associations)
- demonstrate
- denotations (definitions)
- distinguish
- figurative language
- idioms
- interpret
- item/category
- metaphors
- nuances
- similes

Literature/Informational

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Guiding Question(s)
- What is the meaning for the term _____?
- How would you use the academic word_____ in a sentence?
- Can you give an example of how the word _____ is used in different subject areas?
- The word _____ is specific to what subject/domain?
- Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?
- What strategies do you use for identifying, understanding, and using academic words?

Academic Vocabulary
- academic
- acquire
- comprehension
- domain-specific
- expression

Literature/Informational

Essential Knowledge and skills
- Identify, understand, and use general academic terms
- Identify, understand, and use domain-specific terms
- Independently build vocabulary

PARCC Evidence
- Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1)
- Demonstrates ability to interpret figures of speech in context. (2)
- Demonstrates the ability to determine the relationship between particular words. (3) **PARCC Evidence**

SUGGESTED WORKS:
    Literary Texts:
- "Rikki-tikki-tavi"
- "7th Grade"
- "Charles"
- The Dinner Party
- "Thank You M'am"
- "A Retrieved Reformation"
- "Amigo Brothers"
- "Scholarship Jacket"

    Informational Text:

    Short text:
- "Names/Nombres"
- "Fish Cheeks"

    Extended Text:
- *Family Ties*

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:
- Reader Response Journals and Journal Prompts
- Comprehension Checks
- Argument Writing Weekly Assignment – students respond to arguments by reading text and completing graphic organizer
- Close Reading of both informational and literary texts
- Essay writing
- PBS learning.org immigration module
- Research project for the American teenager in the 21st century
- Personal Narrative Writing
- Notes and Class Discussion – compare and contrast characters and plot from various texts
- Socratic Seminars and Fish Bowls
- Plot Diagrams
- Venn diagrams
- Summarizing
- Constructed Responses/literary analysis responses
- Outlining
- Graphic Organizers / Character Analysis Charts
- Quote of the Day – literal vs. figurative meaning of previously selected literary quotations
- Literary Excerpt of the Week – students analyze the author's craft and tools
- **Narrative Writing** – Students will complete a task called "Pitch to the Publishers." In this assignment, students will need to outline a short story, answering the questions:
  - What is the setting of your story?
  - Who is the protagonist/antagonist? What are their main characteristics?
  - What is the major conflict? Is it internal or external?
  - What is the main theme of your short story?
  - From what point of view will your story be told? Why?
  - What is the exposition, rising action, climax, falling action, resolution (plot) of your story?

- **Argument Writing** through: FOR EXAMPLE:
  - Literary analysis
  - Weekly argument assignment
- **Informational Writing**
  - Evidence of close reading of both informational and literary texts
  - Family Ties Prompt:

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    o   FOR EXAMPLE:

    o   "How do people discover their identity?

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge	**Bloom's Taxonomy**
• skill/conceptual understanding	• apply
• strategic reasoning	• analyze
• extended reasoning	• synthesize/create
	• evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

1. 1st person
2. academic
3. accurate (precise)
4. acknowledge
5. acquire
6. active voice
7. address
8. advance
9. affix
10. allegory
11. alliteration
12. allusions
13. alter
14. analysis
15. analyze
16. antagonist
17. antecedents
18. argument
19. arguments/counterarguments
20. audience
21. audio
22. author
23. bibliography
24. capitalization
25. captions
26. cause/effect
27. central idea
28. character (s)
29. character traits
30. citation
31. cite
32. cite evidence
33. claims
34. claims/alternate or opposing
35. classification
36. climax
37. cohesion
38. collaborate
39. collegial
40. comma splices
41. compare
42. compare/contrast
43. complete sentences
44. comprehension
45. concise
46. conclude/conclusion
47. concrete
48. connotations (associations)
49. connotative meaning
50. consult
51. context
52. context clues
53. contrast
54. contribute
55. conventions
56. convey
57. coordinate adjectives
58. credibility
59. credible source
60. dash
61. declarative
62. deduce/deduction
63. definition
64. delivery
65. demonstrate
66. denotations (definitions)
67. descriptive language
68. determination
69. determine
70. develop
71. dialogue
72. dictionary
73. difference
74. digital source
75. direct
76. distinguish
77. domain-specific
78. drama
79. draw evidence
80. draw inferences
81. editing
82. elaborate
83. elicit
84. engage
85. etymology
86. evaluate
87. event (s)
88. event sequence
89. evidence
90. exclamatory
91. explain
92. explanatory
93. explicit
94. exposition
95. falling action
96. fiction
97. figurative language
98. film
99. fluency
100. footnotes
101. formal style
102. format
103. formatting (MLA)
104. fragments
105. function
106. generate
107. genre
108. glossaries
109. graphics/charts
110. headers
111. heading
112. historical account
113. historical event
114. historical novel
115. idioms
116. illustrate
117. impact
118. imperative
119. indirect
120. individuals
121. infer/inference
122. inferred meaning
123. influence
124. informational text
125. informative
126. inquiry
127. integrate
128. intensive pronouns
129. interactions
130. interpret
131. interrogative
132. introduction
133. invalid
134. investigation
135. item/category
136. key information
137. key words
138. language conventions
139. limited
140. link
141. literature
142. major
143. meaning
144. medium
145. metaphors
146. modify
147. monologue
148. mood
149. multimedia
150. narrator
151. nonfiction
152. nonrestrictive
153. nuances
154. object
155. objective
156. objective case
157. omniscient
158. organization
159. orient
160. pacing
161. paraphrase
162. parentheses
163. parenthetical elements
164. part of speech
165. passive voice
166. perspective
167. persuade
168. phrases
169. phrases
170. plagiarism
171. planning
172. plot
173. poem
174. poetry
175. point of view
176. precise
177. portrayal (representation)
178. pose
179. possessive case
180. precise
181. precise meaning
182. predicate
183. prefix
184. preliminary
185. presentation
186. produce
187. project
188. pronunciation
189. protagonist
190. publish
191. punctuation
192. purpose
193. quotation marks
194. quote
195. reasoning
196. redundant
197. reference materials
198. reflect/reflection
199. relevant
200. reliable
201. repetition
202. research
203. resolution
204. revising
205. revision
206. rewriting
207. rising action
208. root word
209. rough draft
210. run-on sentence
211. scene
212. sections
213. selection
214. sensory details
215. sentence structure
216. sentence variety
217. sets
218. setting
219. similar
220. similes
221. site source
222. soliloquy
223. sonnet
224. sound (sensible)
225. source
226. speaker in text
227. specific
228. stage
229. stanza
230. style
231. subject
232. subjective
233. subjective case
234. subtitles
235. sufficient
236. suffix
237. summary
238. supporting evidence
239. synonym
240. syntax
241. task
242. technology
243. text structure
244. textual evidence
245. theme
246. thesaurus
247. thesis
248. thesis statement
249. tone
250. topic
251. trace
252. transitions
253. unreliable
254. vague/ambiguous
255. valid
256. **verify**
257. **warranted**
258. **word choice**

ELA COMMON CORE CURRICULUM UNIT GRADE 7 IDENTITY
North Smithfield School Department

LESSON PLAN for UNIT _____

LESSONS

- ☐ **Lesson # 1** Summary:

- ☐ **Lesson #2** Summary:

- ☐ **Lesson #3** Summary:

OBJECTIVES for LESSON # _____

- ☐ **Materials/Resources:**

- ☐ **Procedures:**
  - **Lead –in**

  - **Step by step**

  - **Closure**

- ☐ **Instructional strategies:** see curriculum introduction **Curriculum ELA grade 7NS.docx**

- ☐ **Assessments:** see curriculum introduction **Curriculum ELA grade 7NS.docx**
  - o **Formative**

  - o **Summative**